

Inspection report for early years provision

Unique reference number	EY416069
Inspection date	06/05/2011
Inspector	Lynne Lewington
Type of setting	Childminder

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2010. She lives with her partner and three children in Farnham Royal near Slough in Buckinghamshire. The ground floor of the property is used for play and the children's bedrooms on the first floor only for rest. The third floor of the property is not used for childminding. There is an enclosed garden for outside play. The childminder drives to local schools and nurseries to take and collect children.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of four children under eight years. Currently there are three early years children on roll. She attends parent/toddler groups and takes children to the local library and parks.

The family have a pet dog and cat.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. Children appear confident, curious and relaxed in the childminders care. Good communication with parents enables the childminder to develop a good understanding of each child and consequently meet individual needs well. In the short time the childminder has been working she has developed her skills at observing children at play and is enthusiastic to undertake training opportunities to increase her knowledge and skills further.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- assess the risks to children in relation to the garden swing and the garden gate and take action to minimise these 20/05/2011

To further improve the early years provision the registered person should:

- improve childrens easy and independant access to a broader variety of toys and resources

The effectiveness of leadership and management of the early years provision

The childminder demonstrates both verbally and through her safeguarding policy a clear awareness of the action she would take if she was concerned about a child in her care. She maintains clear records of accidents, injuries and medication administered and also ensures parents sign the appropriate records of acknowledgement and permission. Daily face to face conversations, e-mails and texts enable the childminder to keep parents well informed about all aspects of the child's care. Children make good use of the ground floor of the property for their play and bedrooms for sleep if required. The lounge provides space for both floor and table top activity. Good use is made of the garden play space ensuring children have plenty of fresh air and exercise. Sensible measures are taken to ensure children cannot go into the kitchen unsupervised, the fire drill has been practiced and the childminder encourages children to behave in a safe manner. However, the risk assessment does not sufficiently identify some risks and identify measures to manage them. For example, the garden gate is not secure to prevent children opening it and the garden swing, whilst not in use, remains an unsafe attraction in the garden. As children wander between the lounge and garden independently at times, insufficient consideration has been given to the risks posed. An extensive range of appropriate toys and equipment are available although children's independent access is limited.

The childminder is enthusiastic in her role offering the children a variety of planned and child initiated experiences. She has undertaken a self evaluation of her service and accurately describes and reflects on her service and the aspects that she would like to learn more about. Appropriate short courses have been identified, indicating she will continue to develop her knowledge and skills for the benefit of the young children in her care.

Written comments from parents indicate the childminder offers a reliable service, offering the children many learning experiences both in her home and in the local community. She encourages parents to settle their children in the setting when they first start and gathers comprehensive information to ensure she understands the child's needs well and can offer appropriate care. She shares her observations with parents and also recognises the importance working together with other settings children may attend. the childminder shares information with pre-school in order that they can work together to promote and consolidate children's learning. Good use is made of the local community resources for young children. For example, they go to toddler groups, sure start centre activities, soft play areas and local parks. These experiences help children to develop their social skills and begin to accept and respect differences in their community. The childminder shares an equal opportunities policy with parents which indicates she encourages children to learn about traditional and cultural events, encourages girls and boys to play with a full range of toys and adapts the play environment to meet different needs.

The childminder maintains the records required to meet the requirements of her registration. She displays her first aid, childminding, insurance and introduction to childminding course certificates clearly in the entrance to her home to help

reassure parents. A range of policies help parents to understand her role and what to do if they have concerns about her service.

The quality and standards of the early years provision and outcomes for children

Children show great enthusiasm as they help to fill strawberry pots with compost. This simple activity enables them to build their physical skills well as they dig up the compost and carefully move it to another container. With great care they remove strawberry plants from their small pots and add them to the large container. The childminder talks to the children about what they are doing encouraging language development. She listens to their comments and extends interest as they find a worm and roots in the compost. Later the children water the plants and offer ideas of why they need the water. Children enjoy playing on the low level trampoline confidently bouncing and developing coordination and balance, they climb the slide steps confidently and experiment rolling balls down the slide before sliding down. Later they show concentration as they use coloured pens to make marks and colour pictures of flowers and fruits. A chalk board is also easily available to enable the children to develop their mark making skills. The children enjoy playing in the play house and move small chairs inside to add to their home making and imaginative play. Photographs show the children participate in cooking activities making cakes and pizzas. Cooking activities enable them to develop a wide range of skills across all areas of learning as they measure and count ingredients, develop an awareness of time, physical skills as they cut, pour and stir the ingredients, communication skills as they talk about their activity and learn about recipes, and social experiences as they share their produce at lunch or snack time.

Children's toys and books are stored in the bedrooms and a minimal amount is downstairs. The childminder takes the children upstairs to choose what they want to play with or they can ask for items. This does not provide the children with sufficient opportunities to make independent choices or enable them to develop their interest independently.

Children learn are beginning to learn safe behaviours as they play. The childminder reminds them of dangers and how they should behave. For example on the slide steps she encourages them to take turns and go up the steps one at a time. The children are encouraged to treat the playful dog respectfully as they all play in the garden. They learn about the noise the smoke alarm makes and the action they must take to leave the premises with the childminder. On outings they learn the importance of walking with the childminder and looking and listening as they cross the road. Sensible measures are in place to promote the children's awareness of a healthy lifestyle. They enjoy good quality healthy nutritious food as they have snacks of fresh fruit at snack time followed by a biscuit if they are still hungry. Freshly cooked meals are offered at lunchtime of meat, egg and pasta dishes. For example Carbonara with a side salad. The childminder is conscious of encouraging children to eat fruit and vegetables and so offers familiar vegetable sand also adds different ones to increase the child's experience of different tastes. Snack and

mealtimes are happy social occasions where the children sit together to enjoy their food.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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